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ABSTRACT

To help defuse censorship efforts, this booklet identifies issues and strategies for handling censorship efforts and provides the instructional materials selection policies of two Montana school districts. The booklet also includes sample forms for a citizen requesting reconsideration of materials and for a school media committee's reconsideration of nonfiction materials, fiction, and other literary forms, as well as a rationale form for instructional materials. Appendixes contain the following items: (1) a statement of principles of the Academic Freedom Group; (2) the Library Bill of Rights; (3) a statement of censorship and professional guidelines approved by the National Council of Teachers of English Board of Directors, 1982; (4) practical suggestions for writing professional guidelines; (5) the statement on censorship approved by the Association for Supervision and Curriculum Development Executive Council, 1982; (6) the policy on confidentiality of library records adopted by the American Library Association; (7) a representative sampling of censored works; (8) a selective bibliography on censorship; and (9) a copy of the first and fourteenth amendments to the United States Constitution. (HOD)

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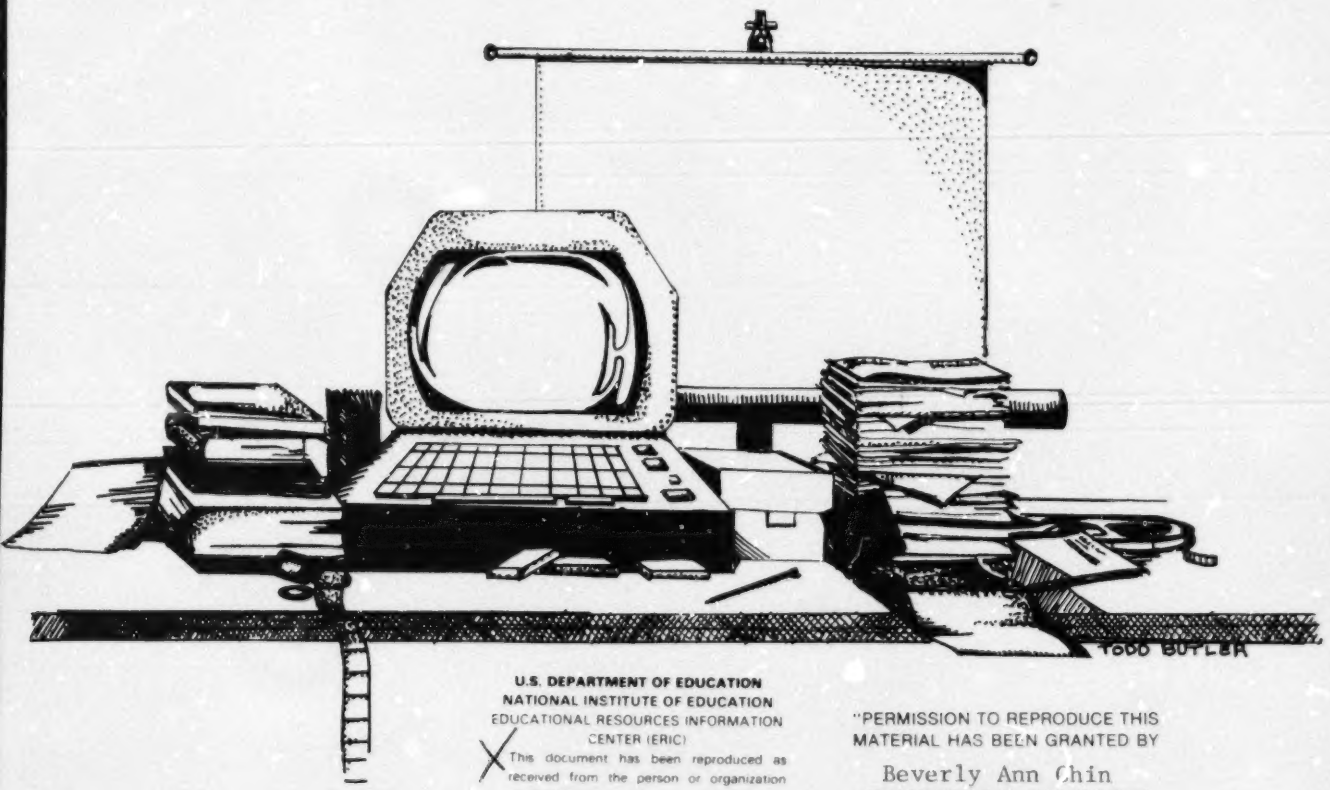
HOW TO DEFUSE CENSORSHIP:
Implementing 404.2 of the Standards for Accreditation of Montana Schools, 4th ed.



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HOW TO DEFUSE CENSORSHIP

IMPLEMENTING ACCREDITATION STANDARD 404.2 AND INSURING FREE ACCESS TO INFORMATION

ISSUES

Insuring access to information while accommodating users' needs, interests, and maturation levels is a concern of all educators. The issues are complex, and they include reflection on items such as:

- -What role do students, parents, and educators play in the development of educational programs and in the selection and use of instructional materials?
- -Do students have a right to learn about a subject, "a right to know"? Must the maturation level and student's background have a bearing on the treatment and content of material selected for study?
- -What academic and professional rights do teachers have regarding materials selection and teaching techniques for classroom group use? For individual student use?
- -Do parents have a right to forbid that their children be exposed to specific cultural, moral, religious, ethnic, scientific, or political views and materials?
- -For what in education may public tax money be legitimately used?
- -What rights are guaranteed by the First and Fourteenth Amendments that impact upon learning and teaching in the public schools?

These and other questions have dogged parents and educators for years, though it appears that censorship of instructional materials is now pervasive nationally and increasing sharply. In recent times, works as widely different as Charlotte's Web and Little House on the Prairie and To Kill a Mockingbird and Diary of Ann Frank have aroused the ire of different groups. For one reason or another, these groups feel that the works are offensive and should not be permitted in public schools. Not only should their children not be exposed to these, but, they believe, no children should be exposed to them. Efforts to remove the books from public access have divided our communities into "us" and "them." Such an adversarial relationship should be avoided. A constructive solution is to develop a system of procedures for selecting quality materials and for reconsideration of instructional materials, as well as strategies to defuse and solve problems before they explode into wrenching community fiascos.

STRATEGIES

(Adapted from NCTE's "Combatting Censorship of Instructional Materials" by G.Van Horne)

1. Develop and promote, on a regular basis, good public relations and communication with community groups and parents about the school's philosophy and goals, the educational objectives, the curricula and classroom and library-media programs.
2. Defend the principle of "the right to learn" and distribute materials such as those in the appended bibliography to faculty, school board members, administrators, community and parent groups.

3. Prepare (and have formally adopted by the school board) as required by the Standards for Accreditation of Montana Schools, 404.2, a written selection policy which covers all instructional media, both print and audiovisual. Include a well-defined procedure for handling challenged materials. Coverage should include:
   a. Philosophy and goals of the school system
   b. Goals and objectives of the instructional program
   c. Responsibility for selection of instructional materials
   d. Criteria to be applied in the selection of instructional materials, including texts
   e. Standard, professional and current selection tools to be consulted
   f. Procedures to be followed for reconsideration of instructional materials
      1) Statement of policy
      2) Guiding principles
      3) Specific procedures
         a) Informal resolution
         b) Formal resolution
      4) Forms to be used (examples follow the Great Falls selection policy)
         a) Rationale form for instructional materials
         b) Reconsideration of instructional materials form
         c) Reconsideration of non-fiction instructional materials form
         d) Reconsideration of fiction instructional materials form
      5) Documents such as:

         The Students' Right to Know. National Council of Teachers of English, 1982.

         Library Bill of Rights. American Library Association, 1980.

         Statement on Censorship and Professional Guidelines. National Council of Teachers of English, 1982.

         Association for Supervision and Curriculum Development. Statement on Censorship. Executive Council of ASCD, 1982.

         National Coalition Against Censorship. "Statement of Concern." NCAC, 1982.

4. Follow the procedure for handling challenged materials without deviation
   a. Attempt to resolve the challenge informally, but if at the end of the meeting the complainant still wishes to challenge the material, a form for reconsideration should be provided.
   b. Only when the written request for reconsideration has been filed should the formal review process commence as outlined in the selection policy.
   c. Adhere to the policy established for reconsideration of instructional materials. There should be no restrictions or curtailment of use of the questioned material while it is being reconsidered.
   d. Follow the time line established in the policy. Complete the process with a written report.
   e. Consult the supervisors for reading, English-language arts, and/or library-media, as well as the chairperson of the state Intellectual Freedom Committees for reading, English-language arts, and library-media (see "Professional Assistance When You Need It" in this document).

5. Acquaint the faculty, administrators, and parents with all aspects of the selection policy and challenged materials procedure through yearly in-service programs and workshops so there is no question of what is involved or what is to be done.
6. Keep on file a written faculty rationale, sometimes called the instructional objectives rationale. It is an explanation of the controlling principle for any materials students read or study in common or that are most-often censored.
7. Permit students to have an alternate assignment or allow students choices when developing course assignments and objectives. Moreover, honor a parent's right to exempt his or her child from content or assignments to which he or she objects.
8. Provide a variety of books and materials addressed to different levels of readability, maturation, and interest. To insure quality selection, use standard and current professional bibliographies when selecting materials to support the instructional program.
9. Be cognizant of current references and information on censorship and intellectual freedom available from professional organizations such as the International Reading Association, the National Council of Teachers of English, and the American Library Association.

Darby Public Schools, Darby, Montana

Instructional Materials Selection Policy

(Submitted April, 1984)

The purpose of this policy is to assure a fair, efficient, and organized process in the selection and re-evaluation of instructional materials. If any material or any particular feature of that material comes under question or protest, it will be re-evaluated for its educational value and relevancy. If necessary, the controversial material will be amended or withdrawn from the curriculum.

Not only is this policy necessary to protect the student from material of no educational worth, it also protects his rights and freedom to materials, though they may be controversial, that are worthwhile and important to know and understand. These rights are basic to a democratic society and must be protected. These rights are based on an assumption that educated and reading persons possess judgment and understanding and can be trusted with the determination of their actions.

The right to view a diversity of instructional materials is not a method to indoctrinate students with ideas and values that will turn them against their parents and established institutions. It is also not intended to prompt them to imitate the characters they come across in books and other materials.

Therefore, the Darby School Board supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Library Association and Students' Right to Know of the National Council of Teachers of English.

The Darby School Board hereby declares it is the policy of the 9th District to provide a wide range of instructional materials on all levels of difficulty with diversity of appeal and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures.

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

1. To provide materials that will stimulate growth in factual material, literary appreciation, aesthetic values, and ethical standards;
2. To provide a background of information which will enable pupils to make intelligent judgments in their daily lives;
3. To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;
4. To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;
5. To place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

Although the Darby School Board is legally responsible for the operation of the school, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the designated selection committee and the certificated library/media faculty. The responsibility for coordinating the selection and purchase of textbooks rests with the appropriate teachers or with the textbook evaluation committees which should include the certificated library/media faculty.

The following guidelines for evaluation and selection should be considered in developing the media collection:

Curricula materials should:

1. Be relevant to today's world;
2. Represent artistic, historic, and literary qualities;
3. Reflect problems, aspirations, attitudes and ideals of our community;
4. Contribute to the objectives of the instructional program;
5. Be appropriate to the level of the user;
6. Represent differing viewpoints on controversial subjects;
7. Provide a stimulus to creativity;
8. Be of acceptable technical quality--clear narration and sound, clear, legible text, well-printed pictures and diagrams, sturdy manufacture.

Procedure for Selection: In selecting materials for school media programs, the certificated library/media faculty in consultation with the selection committee, consisting of at least one parent, one teacher and one student, shall: evaluate the existing collection; assess curricula needs; examine materials and consult reputable, professionally prepared selection aids. The selection committee shall serve in an advisory capacity for terms of at least one year. Recommendations for acquisition will be solicited from other faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of these criteria.

It should be understood that selection is an ongoing process which should include the removal of material no longer appropriate and the replacement of lost and worn materials still of educational value.

Procedure for reconsideration of materials: If an objection is made, the following procedure should be followed:

1. Meet with the objector to attempt to resolve the objection informally;
2. If the problem cannot be resolved informally, inform the objector of the selection procedures and make no commitments;
3. Request the objector to submit a formal "Request for Reconsideration of Instructional Materials";
4. Inform the superintendent, principal and other appropriate personnel;
5. Keep challenged materials on the shelves during the reconsideration process;
6. If the item is a textbook or other material used in class, permit students to have an alternate assignment or allow students choices when developing course assignments and objectives and honor a parent's right to exempt his or her child from content or assignments to which he or she objects;
7. Upon receipt of the completed form, the superintendent requests review of the challenged material by an ad hoc materials review committee within twenty working days. The review committee is appointed by the superintendent, and includes representatives from the classroom teachers, certificated library/media faculty, one or more parents and one or more students.
8. The review committee takes the following steps after receiving the challenged materials:
   a. reads, reviews or listens to the material in its entirety;
   b. consults recommended professional bibliographies and reviews on the material (e.g., those produced by ALA or NCTE);
   c. determines the extent to which the materials support the curriculum;
   d. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials," judging the material for its strength and value as a whole and not in part;

e. invites the objector to meet with the committee to present his or her point of view.

9. Present written recommendation of review committee to the superintendent and the school board;

10. Retain or withdraw challenged materials as mandated by the decision of the school board.

GREAT FALLS PUBLIC SCHOOLS
Great Falls, Montana

MATERIALS SELECTION POLICY

(Revised edition, 1982)

I. Introduction

A. Rationale - It is essential that a school district have a selection policy. (404.2 - Standards for Accreditation of Montana Schools, 1982)

1. Makes it easier for all school personnel to be informed of selection policy
2. Responsibilities for selection are explicitly stated
3. Assures a quality collection of materials that will be effectively used by patrons
4. Aids in informing community of selection procedures

B. General principles

1. The right of any individual to information is basic to a democratic society. The right is based on the only tenable assumption for democratic living, that the educated, free person possesses the power of discrimination and is entrusted with the determination of his/her own actions.
2. In many ways education is one effort to improve the quality of choices made in exercising this right. But like all rights founded in our constitution, the right to read and the right information can be used wisely or foolishly. But to deny the opportunity of choice in the fear that it may be used unwisely, is to destroy the freedom itself.
3. What a young student obtains from any material depends both on the material and on the characteristics of the person. Materials for the library are chosen with an awareness of the students, their reading ability, their mental and emotional maturity and the value which they may derive from the material. Each work must also be considered in the light of its aesthetic value, its appropriateness to the curriculum, its readability both in structure and contents and the contribution it may make to the development of each student.
4. In line with this broad concept of materials selection we assert that the responsibility of the school library is:
   a. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
   b. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
   c. To provide a background of information which will enable students to make intelligent judgments in their daily lives.

d. To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
e. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
f. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

5. Furthermore we endorse the:
   a. Library Bill of Rights (1948, Amended, 1961, 1967 and 1980, ALA)
   b. School Library Bill of Rights for School Library/Media Center Programs (1969, AASL)
   c. The Student's Right to Read (NCTE, 1972)
   d. President Eisenhower on "Freedom to Read" (1953, Wilson Lib. Bul.)

(See appendices for copies of these documents.)

II. Responsibility for Selection
   A. Ultimate responsibility rests with the Board of Education. (School Laws of Montana, 1979, 20-7-204)
   B. Responsiblity for materials selection in each school library/media center is delegated to the library/media specialist assigned to each school
      1. All orders for materials are submitted to the building principal for initial approval. Principals in turn submit all orders to the Supervisor, Library/Media Services for evaluation and approval. Final approval is the responsibility of the Assistant Superintendent for Elementary Education. No library monies are expended without the approval of the individual building library/media specialist and the approval of the Supervisor, Library/Media Services.

III. Evaluation of the Collection
   A. The collection is continually being evaluated in terms of:
      1. Student needs
         a. Abilities
         b. Interests
      2. Curriculum
         a. Curriculum adoptions frequently require new supportive material
         b. New programs adopted throughout the district and in individual schools
      3. Comparison to standard lists
         a. To check priority needs
         b. To check adequate subject coverage
      4. Student and teacher use
      5. Coverage of all age, grade and ability levels

IV. Criteria for Selection of Materials
   A. Selection Aids

Ideally every item added to the library should be read, viewed or listened to before purchase by the librarian. The large volume of new materials published in any one year, in addition to those still in print from previous years, makes this impossible. Therefore librarians and teachers refer to a number of selection aids which are the result of careful evaluation by trained librarians and other specialists in the evaluation of materials for children and young adults.

Numerous specialized subject bibliographies are also referred to as well as bibliographies given in textbooks adopted by the school district. Materials not reviewed in standard sources are purchased only after careful examination.

B. Criteria for evaluation of books

1. Need: The book is a valuable asset to the existing book collection

2. Authorship: The writer is competent to write in this field

3. Contents:
   a. The book contributes in a positive way to the informational, recreational, or cultural growth of the children for whom it is intended. If professional, the book contributes to the specific curriculum or to the understanding of the school philosophy.
   b. The information is accurate and up-to-date.
   c. Historical and modern life situations are interpreted from a mature and unbiased viewpoint.
   d. The subject matter tends to develop desirable attitudes and appreciation. (In the field of inter-cultural relations, we seek books having the positive values of respect for human dignity and insight into many cultural problems. We avoid those which produce or manifest negative attitudes through stereotypes, caricatures, epithets, and undesirable dialects. Books on sex education present information in a wholesome, objective manner, suitable for the age level for which the books are written. Books on religion inform, but do not attempt to indoctrinate.)
   e. The style of the book--vocabulary, sentence structure, form--is appropriate and effective for the subject matter and for the readers for whom it is intended.
   f. Books on controversial issues present both sides or there must be other books in the collection to present the other point of view.

4. Format:
   a. There are tables of contents, indexes, maps, illustrations or other aids to increase the usefulness of the book.
   b. The binding is attractive and durable.
   c. The size is practical.
   d. The paper is of good quality.
   e. The printing is of good size and legibility.
   f. The illustrations actually contribute to the text and have artistic value.
   g. The margins are wide and the spacing is good.

5. Publisher: The publisher is known for other useful publications or for intense publishing in an area of specialization.

6. Duplication: Need is the criteria for duplication of material. It is better to spend on different titles instead of large numbers of copies of one title. If a real need is shown for duplicates they are purchased as needed. However text books are not to be purchased with library funds.

7. Replacement: It is not the library's policy to replace automatically all books withdrawn because of loss, damage, or wear. Need for replacement in each case is weighed with regard to demand for the particular title or subject.

C. Paperbacks

Purchase of paperbacks is encouraged as duplicates, for motivation, and as original editions. Although these may not be fully cataloged, the same criteria for selection of materials as previously indicated is used.

D. Criteria for evaluation of audio visual materials

This item includes all material defined as audio visual such as tapes, records, films, filmstrips, pictures, maps, charts and models.

1. Is chosen with a specific purpose in mind
2. Contributes meaningful and interesting contents to the topic it covers
3. Is accurate and up to date
4. Is appropriate to the age and experiences of the pupils
5. Is a reliable and authoritative source
6. Promotes participation and critical thinking by pupils
7. Has format appropriate for the subject matter
8. Technical quality is good
9. Is an appropriate teaching tool
10. Placement of materials--District IMC, library/media centers, District Curriculum Library, individual classrooms

E. Preview

All audio-visual material that is being considered for future purchase should be previewed first.

1. Request for preview made to library/media specialist in each building
2. Request sent to IMC only. NO direct ordering for previews is to be made by schools or individual teachers
3. Only companies that will preview their material should be considered
4. Preview material is to be sent from company to IMC only
5. IMC distributes to requesting libraries
6. Return to IMC in allotted time
7. Evaluation forms are sent to teacher or library/media specialist making request

F. Criteria for evaluation of periodicals and newspapers

1. Accuracy and objectivity
2. Accessibility of content through indexes
3. Ease of consultation
4. Demand
5. Need in reference work
6. Representation of a point of view or subject needed in the collection
7. Local interest in subject matter
8. Price
9. Basic titles of the secondary magazine collection are selected for those indexes in the Reader's Guide to Periodical Literature.

G. Maintenance of periodical collection

1. Back issues of periodicals are kept for varying lengths of time according to use and reference needs of different grade levels. Periodicals are usually maintained for two years at the elementary level and for five years at the junior high level. Some titles are kept for as long as need indicates. It is necessary, due to the needs of the curriculum and for research reasons, to maintain a collection of many titles for several years at the high school level. Because of storage problems bound volumes of back issues are kept at a minimum. The high schools are now maintaining needed titles on microfilm when available. There is no magazine rebinding, except for the National Geographics and Montana Magazine of Western History.
2. Magazines to be discarded should be clipped for vertical file use or made available to teachers for clipping or classroom.

H. Maintenance of newspaper collection

The basis for selecting newspapers is adequate representation of current news and information without distortion of facts or

misleading information. The newspaper collection should include a local newspaper and a regional metropolitan newspaper. Representations of nationally recognized newspapers should also be included in the newspaper collection. Newspaper files of back issues are maintained through the purchase of microfilm for titles which merit research value.

I. Gifts

Any gift offered to the school should be examined critically by the library/media specialist in the light of criteria for selection of materials. No materials are accepted unless the final deposition of the materials rests with the district. If funds are presented for the purchase of materials, donors are encouraged to make selections from suggestions of the librarian.

V. Request procedures
- A. Faculty requests
  1. Requests are encouraged
  2. Selection aids are available to teachers
  3. Faculty is advised of major order periods
  4. On the high school level, departments are allocated budgeted amounts
     - a. Each department is allocated a percentage of the total budget as determined by the library/media specialist(s)
     - b. Funds not expended are re-allocated
  5. Final selection is the responsibility of the library/media specialist with approval of the bulding principal and the Supervisor, Library/Media Services
  6. No monies are expended without the knowledge of the library/media specialist and the approval of the Supervisor, Library/Media Services
  7. Requests are measured against the selection policy, curriculum needs and the appropriateness of the material
- B. Students Requests
  1. Requests are encouraged
  2. Requests are measured against selection policy

VI. Weeding the collection
- A. Weeding is an on-going process
- B. Secondary only in importance to good book selection is maintaining a strong collection
- C. Criteria for discarding books
  1. Badly worn
  2. Too fine print or discolored paper
  3. Outdated materials
     - a. Science (areas of special consideration)
     - b. Social Science (areas of special consideration)
     - c. Encyclopedias
  4. Too difficult or too easy for users of that library
  5. Texts
  6. Mediocre contents
  7. Discriminatory content (race, religion, sex, nationality)
  8. Books not checked out in the past five years may be considered for discard
- D. Discarding A-V material
  1. Damaged beyond repair
  2. Outdated
  3. Inappropriate for students of that age
  4. Subject of the A-V material is no longer part of the curriculum

VII. Routine procedure for handling complaint
- A. Introduction
  1. Despite care taken in selection of materials, objections will arise
  2. These objections should be treated objectively, unemotionally and as part of routine procedure

a. Make every effort to meet with person or persons who are questioning materials to consider and understand their objections
b. Keep in mind best interest of the student, community, school and the curriculum
c. Try to bring about a meeting of the minds--this procedure is not intended as an exercise in antagonism

3. The procedure of handling complaints or objections should be known to every staff member
   a. Each school will have copies of the complaint form available

B. Procedure for handling a complaint
1. Library/Media Specialist will take complaint and requests that forms be filled out
   a. If principal receives complaint, he will refer person to the library/media specialist
   b. Library/media specialist will notify principal and Library/Media Supervisor of situation and action taken
2. An administrator or library/media specialist shall not remove the questioned or challenged material
3. If complaint form is filled out and further action needs to be taken, the principal and library/media specialist will organize a faculty committee (two teachers and library/media specialist) to re-evaluate the material.
4. Notify the complainant of this evaluation. Report to him the results and action suggested by the committee. If he is not satisfied, the complaint will go to the Superintendent of Schools
5. The Superintendent will appoint a committee (one library/media specialist, one parent, one administrator) to re-evaluate the material being questioned and to make recommendations concerning it.
6. The Superintendent and committee may call in representative citizens for consultation
7. Material will be read and re-evaluated in light of objections raised. The committee will make this recommendation to the Superintendent within 10 school days
8. The committee's recommendation shall be sent in writing to the complainant
9. The decisions of this review committee may be appealed to the Board of Education, in which case the President of the Board shall appoint a review committee of five, consisting of two board members, one administrator, one teacher, and the Supervisor of Library/Media Services. The decision of this review committee shall be final.

VIII. Cooperative Relations
A. Individual community (i.e., person to person)
1. Administrator - librarian
2. Teacher - librarian
3. Student - librarian
4. Librarian - librarian

B. Individual school community
C. School district community (i.e., other school libraries)
1. Sharing of resources
2. Procedures for sharing

D. Other libraries within community
1. Interlibrary loan procedure
2. Other
3. Union list of serials

E. Other libraries within state
1. Interlibrary loan
2. Films from other film libraries may only be ordered through the IMC

IX. Public Relations
   A. Goal: To foster open channels of communication and cooperation between all avenues of interest
   B. Methods
      1. Imagination
      2. Ingenuity
      3. Interest
   C. Done at all levels throughout district

# # # # #

CITIZEN'S REQUEST FOR RECONSIDERATION OF MATERIALS

Title _____

Type of material _____

Author _____

Publisher (if known) _____

Request initiated by _____ Telephone _____

Address _____ City _____

State _____ Zip code _____

Complainant represents:
( ) Himself
( ) An Organization _____
( ) Some other group

1. To what, in this material do you object? Please be specific: cite specific pages, etc.

2. What do you feel might be the result of reading, listening, or viewing this material?

3. For what age group would you recommend this material?

4. Is there anything good about this material?

5. Did you read, view or listen to the entire work? What parts?

6. Are you aware of the judgment of this material by critics?

7. What do you believe is the theme of this material?

8. What would you like your school to do about this material?
   ( ) a. Do not assign it to my child
   ( ) b. Withdraw it from all students as well as my child
   ( ) c. Re-evaluate the material

9. In its place, if withdrawn, what material of EQUAL quality would you now recommend that would convey as valuable a picture and perspective of our civilization?

_____
Signature of complainant

CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF INSTRUCTIONAL MATERIALS--NONFICTION

(Adapted from AASL's "Policies and Procedures for Selection of Instructional Materials.")

Title_____

Author_____

A. Purpose
   1. What is the overall purpose of the material?

   2. Is the purpose accomplished? ( ) Yes ( ) No

B. Authenticity
   1. Is the author competent and qualified in the field? ( ) Yes ( ) No
   2. What is the reputation and significance of the author and publisher/producer in the field?
   3. Is the material up-to-date? ( ) Yes ( ) No
   4. Are information sources well documented? ( ) Yes ( ) No
   5. Are translations and retellings faithful to the original? ( ) Yes ( ) No

C. Appropriateness
   1. Does the material promote the educational goals and objectives of the curriculum of district schools? ( ) Yes ( ) No
   2. Is it appropriate to the level of instruction intended? ( ) Yes ( ) No
   3. Are the illustrations appropriate to the subject and age level? ( ) Yes ( ) No

D. Content
   1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? ( ) Yes ( ) No
   2. Does this material present information not otherwise available? ( ) Yes ( ) No
   3. Does this material give a new dimension or direction to its subject? ( ) Yes ( ) No

E. Reviews
   1. Source of reviews

   2. Favorably reviewed Unfavorably reviewed

   3. Does this title appear in one or more reputable selection aids? ( ) Yes ( ) No (If answer is yes, please list titles of selection aids.)

Additional comments

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials

_____ _____

Signature of Media Advisory Review Committee Date

CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S RECONSIDERATION OF INSTRUCTIONAL MATERIALS--FICTION AND OTHER LITERARY FORMS

(Adapted from AASL's "Policies and Procedures for Selection of Instructional Materials.")

Title_____

Author_____

A. Purpose

1. What is the purpose, theme or message of the material? How well does the author/producer/publisher accomplish this purpose?
2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? ( ) Yes ( ) No for young adults? ( ) Yes ( ) No If both are marked no, for what age group would you recommend the story?
3. Will the reading and/or viewing and/or listening to the material result in more compassionate understanding of human beings? ( ) Yes ( ) No
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements and problems of various minority groups? ( ) Yes ( ) No
5. Are any questionable elements of the story an integral part of a worthwhile theme or message? ( ) Yes ( ) No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? ( ) Yes ( ) No
2. Does the story avoid an oversimplified view of life--one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? ( ) Yes ( ) No
3. When factual information is part of the story, is it presented accurately? ( ) Yes ( ) No
4. Is prejudicial appeal readily identifiable by the potential reader? ( ) Yes ( ) No
5. Are concepts presented appropriate to the ability and maturity of the potential readers? ( ) Yes ( ) No
6. Do characters speak in a language true to the period and section of the country in which they live? ( ) Yes ( ) No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? ( ) Yes ( ) No
8. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate for children? ( ) Yes ( ) No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? ( ) Yes ( ) No
10. Is the material free from derisive names and epithets that would offend minority groups? ( ) Yes ( ) No
11. Is the material well written or produced? ( ) Yes ( ) No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way? ( ) Yes ( ) No
13. Does the material make a significant contribution to the history of literature or ideas? ( ) Yes ( ) No
14. Are the illustrations appropriate and in good taste? ( ) Yes ( ) No
15. Are the illustrations realistic in relation to the story? ( ) Yes ( ) No

Additional comments

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials:

_____ _____

Signature of Media Advisory Review Committee Date

School_____

Teacher_____

RATIONALE FORM FOR INSTRUCTIONAL MATERIALS

(Adapted from a form prepared by
Diane P. Shugert, Chair, NCATE Committee
on the Profession)

Title_____

Grade or Course_____

Approximate date(s) book (or media) will be used_____

This book (or media) will be studied by the whole class_____

recommended to individual students_____

part of a larger study of_____

Ways in which the book or instructional material is especially appropriate for students in this class:

_____

_____

Ways in which the book or instructional material is especially pertinent to the objective of this course or unit:

_____

_____

_____

Special problems that might arise in relation to the book or instructional material and some planned activities which handle this problem:

_____

_____

_____

Some other appropriate books or instructional materials an individual student might read or use in place of this book (or media):

_____

_____

_____

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

(Adapted from AASL's "Policies and Procedures for Selection of Instructional Materials.")

School_____

Please check type of material:

( ) Book	( ) Film	( ) Record
( ) Periodical	( ) Filmstrip	( ) Kit
( ) Pamphlet	( ) Cassette	( ) Other

Title_____

Author_____

Publisher or Producer_____

Request Initiated by_____

Telephone_____Address_____

City_____State_____Zip_____

The following questions are to be answered after the objector has read, viewed, or listened to the school media material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, etc.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other school media material of the same subject and format?

Signature of objector_____Date_____

Please return completed form to the school principal.

STATE LEVEL

Montana State Library Media Specialist and/or
Montana State English Language Arts Specialist and/or
Montana State Reading Specialist

Office of Public Instruction
Helena, MT 59620
1-800-332-3402

- -

Current chairpersons of the state Intellectual Freedom Committees of the following professional organizations are available from the above Montana Office of Public Instruction specialists for:

Montana State Reading Council
Montana Library Association
Montana Association of Teachers of English and Language

NATIONAL LEVEL

American Library Association
Office of Intellectual Freedom
50 East Huron Street
Chicago, IL 60611
312-944-6780

International Reading Association
800 Barksdale Road
Newark, DE 19711
302-731-1600

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801
217-328-3870

National Education Association
1201 - 16th Street NW
Washington, D.C. 20036
202-833-4000

American Civil Liberties Union
22 East 40th Street
New York, NY 10016
212-925-1222

National Coalition Against Censorship
132 West 43rd Street
New York, NY 10036

AMENDMENTS TO THE UNITED STATES CONSTITUTION

Amendment 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment 14

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

ACADEMIC FREEDOM GROUP

Statement of Principles

As educators and librarians, we believe in the worth and dignity of all human beings. We recognize the importance of the pursuit of truth and devotion to excellence. We regard as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all.

The purpose of education is to promote learning in areas related to the understanding of our diverse heritage as a people, our potential as men and women, and our purpose as a nation and as a member of the world community. Education helps to secure the essential understanding of the past and the present without which we are ill equipped to face the future.

Continuing attempts to erode the right of students to learn have prompted the educational associations listed below to come together in a spirit of professional cooperation. These organizations intend to carry out programs and activities, individually and collectively, that will educate fellow professionals, parents, students, and all citizens to the meaning of academic freedom, and to our responsibility to apply its principles in the nation's schools and libraries.

Our objectives:

To educate all who have a commitment to the educational process to the existence of censorship and intimidation within educational settings, and to the effect of censorship on education.

To create awareness within the educational professions of methods for challenging such restrictions and intimidation; and the capability to use those methods.

To offer training and technical assistance to those who are combatting censorship.

To collect and disseminate information on attempts at censorship and the means to combat it.

To undertake joint action, as appropriate, designed to improve the climate for learning.

American Association of School Administrators, American Federation of Teachers, American Library Association, Association for Educational Communications and Technology, International Reading Association, National Association of Elementary School Principals, National Council for the Social Studies, National Council of Teachers of English, National Education Association, Speech Communication Association.

LIBRARY BILL OF RIGHTS

Adopted June 18, 1948.
Amended February 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

404.2 LIBRARY MEDIA SERVICES, K-12 (FROM THE STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS, 4TH EDITION, P. 21).

(2) EACH SCHOOL DISTRICT SHALL HAVE WRITTEN POLICIES REGARDING THE SELECTION, USE AND EVALUATION OF MATERIALS AND SERVICES AND PROCEDURES FOR HANDLING CHALLENGED MATERIALS. THE SELECTION AND USE OF SPECIFIC ITEMS OF MATERIAL, WITH THE ADVICE OF THE STAFF, ARE THE RESPONSIBILITY OF THE LOCAL SCHOOL BOARD.

STATEMENT OF CENSORSHIP AND PROFESSIONAL GUIDELINES

(Approved by the National Council of Teachers of English Board of Directors, 1982)

I. STATEMENT

Teachers of English language arts must make daily decisions about materials and methods of instruction, choosing from increasingly broad and varied alternatives in order to serve students who are themselves increasingly diverse, both linguistically and culturally. Guidelines help teachers of English language arts to make those decisions. NCTE advocates and supports guidelines that help teachers avoid censorship. NCTE opposes censorship wherever it appears.

II. DISTINCTIONS BETWEEN CENSORSHIP AND PROFESSIONAL GUIDELINES

Censorship and guidelines sometimes appear similar because both involve selection from myriad alternatives. However, censorship and professional guidelines may be distinguished one from the other. Whereas the goal of censorship is to remove, eliminate or bar particular materials and methods, the goal of professional guidelines is to provide criteria for selection of materials and methods.

III. Censorship Distinguished from Professional Guidelines: Examples

Examples of Censorship	Examples of Professional Guidelines
1. Exclude Specific Materials or Methods. Example: Eliminate books with unhappy endings.	1. Include Specific Materials or Methods. Example: Include some books with unhappy endings to give a varied view of life.
2. Are Essentially Negative Example: Review your classroom library and eliminate books that include sterectypes.	2. Are Essentially Affirmative Example: Review your classroom library. If necessary, add books that portray groups in nonstereotypical ways.
3. Intend to Control Example: Do not accept policeman. Insist that students say and write police officer.	3. Intend to Advise Example: Encourage such nonlimiting alternatives for policeman as police officer, officer of the law or law enforcer.
4. Seek to Indoctrinate, to Limit Access to Ideas and Information Example: Drug abuse is a menace to students. Eliminate all books that portray drug abuse.	4. Seek to Educate, to Increase Access to Ideas and Information Example: Include at appropriate grade levels books that will help students understand the personal and social consequences of drug abuse.
5. Look at Parts of a Work in Isolation Example: Remove this book. The language includes profanity.	5. See the Relationship of Parts to Each Other and to a Work as a Whole Example: Determine whether the profanity is integral to portrayal of character and development of theme in the book.

IV. Practical Suggestions for Writing Professional Guidelines

Although the primary concern here is the distinction between censorial and advisory statements, other matters must be considered in the actual writing of guidelines. Writers need to:

1. Respect the role of the English language arts teacher as a professional with broad knowledge of language, literature and cultural traditions.
2. Identify clearly the events and concerns that led to development of the particular set of guidelines.
   This information might help the English language arts teacher in one school setting (rural, independent, suburban or urban) to understand the usefulness of guidelines developed elsewhere.
3. Specify the professional objectives the guidelines are expected to reach.
   Guidelines are less likely to have censorial effects if their content is closely linked to the purposes of English language arts instruction, to the function and philosophy of the school, to the particular student population, and to the aims of the curriculum as a whole.
4. Write in plain English, providing clear, current definitions of professional terms as needed.
5. Respect the concerns and convictions of both external critics and professional colleagues who have opposing ideas about either principles or practices.
   Guidelines are abstractions, and honest differences of opinion will exist about translating abstractions into concrete teaching and selection of materials.
6. Build in procedures for review and revision.
   Guidelines should make clear the date of adoption and the sponsoring group(s) and should provide for periodic review and revision. The teaching community is committed to continued research and study and to the dissemination of insights that prove to be valid and useful.

ASCD Statement on Censorship

Approved by ASCD Executive Council, October 1982

Conflicts over schools in general and curriculum and materials in particular have increased in recent years. A contributing factor is that organized groups, determined to reform society by imposing their values on others, insist that textbooks and other educational materials reflect their views.

Whether educators agree or disagree with concerns expressed by critics, they must act responsibly. When challenges arise, school officials should bear in mind that education is governed by the public because it fulfills an important public purpose. They should recognize the value of citizen participation and respect the right of parents to shape their children's schooling.

At the same time, educators should insist that, as in other fields, professional judgment must not be completely subservient to the popular will. Educators' primary allegiance must be to the integrity of knowledge and the welfare of students.

The Association for Supervision and Curriculum Development affirms that:

Parents and other citizens have the right and the responsibility to express their views about the merits and appropriateness of public school curriculum and materials.

School systems should have well-defined procedures by which concerns can be communicated to school officials and responded to promptly, thoughtfully, and courteously.

Adoption of such procedures is based on the presumption that some complaints may be valid; that decisions about choice or use of materials are properly subject to reconsideration.

The best hope for a sound decision when materials are questioned is through use of a predetermined process that ensures thorough consideration of the issues by an objective group. Actions by individuals--whether citizens or educators--that circumvent such deliberations are a threat to individual liberty and democratic process.

Materials should always be evaluated in reference to educational criteria formulated in advance of any particular controversy.

As stated by the United States Supreme Court in Pico vs. Island Trees, materials must never be removed or restricted for the purpose of suppressing ideas.

POLICY ON CONFIDENTIALITY OF LIBRARY RECORDS

Adopted January 20, 1971; revised July 4, 1975, by the ALA Council.

The Council of the American Library Association strongly recommends that the responsible officers of each library in the United States:

1. Formally adopt a policy which specifically recognizes its circulation records and other records identifying the names of library users to be confidential in nature.
2. Advise all librarians and library employees that such records shall not be made available to any agency of state, federal, or local government except pursuant to such process, order, or subpoena as may be authorized under the authority of, and pursuant to, federal, state, or local law relating to civil, criminal, or administrative discovery procedures or legislative investigative power.
3. Resist the issuance or enforcement of any such process, order, or subpoena until such time as a proper showing of good cause has been made in a court of competent jurisdiction.*

*Note: Point 3, above, means that upon receipt of such process, order, or subpoena, the library's officers will consult with their legal counsel to determine if such process, order, or subpoena is in proper form and if there is a showing of good cause for its issuance; if the process, order, or subpoena is not in proper form or if good cause has not been shown, they will insist that such defects be cured.

REPRESENTATIVE SAMPLING OF CENSORED WORKS

1. Cultural reasons

The Bible.

Carroll, Lewis. Alice's Adventures in Wonderland. Random House.

Ibsen, Henrik. An Enemy of the People. Dutton.

Lee, Harper. To Kill a Mockingbird. Lippincott, Harper and Row.

2. Ethical reasons
Cervantes, Saavedra, Miguel de. Don Quixote. Random House.
Jackson, Shirley. The Lottery. Farrar, Straus and Giroux.
Korman, Avery. Kramer vs. Kramer. Random House.
Malmud, Bernard. The Fixer. Dell.

3. Ethnic reasons
Armstrong, William. Sounder. Harper and Row.
Hughes, Langston. The Best Short Stories by Negro Writers. Little, Brown.
Parks, Gordon. The Learning Tree. Harper and Row.
Twain, Mark. The Adventures of Huckleberry Finn. Bobbs-Merrill.

4. Inappropriate for maturation level and grade level
Clark, Walter Van Tilburg. The Ox Bow Incident. New American Library.
Peck, Robert Newton. A Day No Pigs Would Die. Knopf.
Rockwell, Thomas. How to Eat Fried Worms. Dial.
Silverstein, Shel. Where the Sidewalk Ends. Harper and Row.

5. Objectionable language
Miller, Arthur. Death of a Salesman. Viking.
Shakespeare, William. King Lear. New American Library.
Solzhenitsyn, Aleksandr. One Day in the Life of Ivan Denisovich. Dutton.
Whitman, Walt. Leaves of Grass. Doubleday.

6. Obscene
Andersen, Hans Christian. Wonder Stories. Houghton Mifflin.
Fitzgerald, F. Scott. The Great Gatsby. Scribner.
Frank, Anne. Anne Frank: The Diary of a Young Girl. Doubleday.
Zindel, Paul. My Darling, My Hamburger. Harper and Row.

7. Political reasons
Guthrie, A. B., Jr. The Big Sky. Bantam.
Homer. The Odyssey. Macmillan.
London, Jack. The Call of the Wild. Grosset and Dunlap.
Orwell, George. 1984. Harcourt, Brace.

8. Pornographic
Dante, Alighieri. The Divine Comedy. Norton.
Huxley, Aldous. Brave New World. Harper and Row.
Keyes, Daniel. Flowers for Algernon. Harcourt Brace.

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Buress, Lee and Edward Jenkinson. The Students' Right to Know. Urbana, IL: National Council of Teachers of English, 1983.
Stresses need for parent and teacher cooperation and provides basis for teacher's right to teach. Explains difference in censorship and selection. Essential for schools.

Busha, Charles. "Censorship and Intellectual Freedom: A Bibliography, 1970-1981." Drexel Library Quarterly. 18(1): Winter 1982, 101-108.
Contains citations for 94 books and unpublished doctoral dissertations on problems dealing with censorship and related problems.

Cutright, Melitta. "Censorship--The Debate Over Students' Right to Read." PTA Today. 8(1): October 1982, 12-15.
Includes library and classroom materials. View of influential groups and individuals on reasons for censorship. Outline and suggestions for preventing censorship battles in schools.

Davis, James E. Dealing with Censorship. Urbana, IL: National Council of Teachers of English, 1979.
Essays by recognized authorities on issues of censorship. Suggestions about what to do if censorship becomes a problem.

"Developing a Selection Policy." Principal. 61(3): January 1982, 15.
Outlines American Library Association recommendations for writing policy and procedure covering selection of instructional materials.

Foley, Robert. "The Community's Role in Dealing with Censorship." Educational Leadership. 40(4): January 1983, 51-55.
Includes sample procedures for inclusion in policy statement and informal guidelines as well as ASCD statement on censorship. Lists states in which parents have right to be involved in selection and approval of materials.

Jarvis, Mel. "U.S. Supreme Court Attempts to Establish New First Amendment 'right': Pico v. Island Trees School Board." ERIC Document ED 226 438. ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22210 or telephone 703-841-1212.

Compares both majority and minority opinions of court on latest legal precedent for censorship. Concludes that boards should publish clear policies and apply them consistently.

Jones, Frances M. Defusing Censorship: The Librarian's Guide to Handling Censorship Conflicts. New York: Oryx Press, 1983.
A textbook approach to legal issues of censorship and coping with problems of meeting the challenge. Includes sampling policies, intellectual freedom statements and services available.

Krug, Judith F. and Roger L. Funk, eds. Newsletter on Intellectual Freedom. Chicago: American Library Association, current.
Current issues discuss problems and statements from ALA as official policy.

"Librarians' Code of Ethics." American Libraries. 13(9): October 1982, 595.
A statement on professional ethics followed by latest revision of "Librarians' Code of Ethics" reflecting changes in nature of profession and its social and institutional environment.

Report on Book Censorship Litigation in Public Schools. New York: National Coalition Against Censorship, 1983.
Eighteen-page summary of current and recent cases in federal and state courts with bibliography and sources for legal aid. Available for $5.00 from NCAC, 132 West 43rd Street, New York, NY 10036.

Stahlschmidt, Agnes. "A Workable Strategy for Dealing with Censorship." Phi Delta Kappan. 64(2): October 1982, 99-101.
Specific application of selection policy and challenged materials policy which worked for Cedar Rapids, Iowa.

Taylor, Kenneth I. "Are School Censorship Cases Really Increasing?" School Library Media Quarterly. 11(1): Fall 1982, 26-34.
Examines data on frequency and intensity of censorship cases as determined by professional organizations. Public concerns involving school censorship discussed with 22 references.

"Two Interpretations of the Library Bill of Rights." School Library Journal. 28(8): April 1982, 39.
Library procedures and practices that deny minors access and use of certain materials and administrative policies and procedures that deny free access to all materials discussed as they relate to Article Five of Library Bill of Rights.

Zenke, Larry and Margherite LaPota. "School Book Selection: Procedures, Challenges, and Responses." English Journal. 72(4): April 1983, 36-38.
Describes procedures used by Tulsa, Oklahoma Public Schools to deal with censorship problems.

See also:

Association of American Publishers, American Library Association, and the Association for Supervision and Curriculum Development. Limiting What Students Read: Books and Other Learning Materials in Our Public Schools: How They Are Selected and How They Are Removed. New York: AAP, 1981.

Bartlett, L., et al. Selection of Instructional Materials; A Model Policy and Rules. Des Moines, IA: Iowa State Department of Public Instruction, 1980.

Jenkinson, E. Censors in the Classroom: The Mind Benders. Carbondale, IL: Southern Illinois U. Press, 1979.

Katz, [illegible] Collection Development: The Selection of Materials for Libraries. New York: Holt, Rinehart and Winston, 1980.

Minnesota Coalition Against Censorship. Essential Elements of Instructional Resource Selection Policies and Reconsideration Procedures. Minneapolis, MN: MCAC, 1980.

National Education Association, Teacher Rights Division. Helping Teachers Teach All the Children: Workshop Resource Book. Washington, DC: NEA, 1981.

Newsletter on Intellectual Freedom. Chicago: American Library Association. Published six times yearly.

O'Neil, R. Classrooms in the Crossfire: The Rights and Interests of Students, Parents, Teachers, Administrators, Librarians and the Community. Bloomington, IN: Indiana U. Press, 1981.

Washington State Superintendent of Public Instruction. Guidelines for the Development of Instructional Materials Selection Policies. Olympia, WA: Washington State Superintendent of Public Instruction, 1981.

Refer to indexes such as Current Index to Journals in Education for current articles and entire issues of periodicals devoted to the topic, a sampling of which includes:

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Ohio Media Spectrum. Summer, 1982.
Social Education. April, 1982.
Wisconsin English Journal. April, 1980.
Wisconsin Library Bulletin. Spring, 1981.

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